

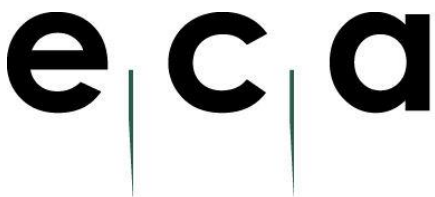
Assessment report

Master in International Business

University of Ljubljana, Faculty of Economics



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

Master in International Business

(University of Ljubljana
Faculty of Economics)



Education and Culture DG

Lifelong Learning Programme

Table of content

Glossary.....	7
1. Executive summary.....	8
2. The assessment procedure.....	9
3. Basic information.....	11
4. Assessment criteria.....	12
Standard 1: Intended internationalisation.....	12
Standard 2: International and intercultural learning.....	17
Standard 3: Teaching and Learning.....	21
Standard 4: Staff.....	24
Standard 5: Students.....	29
5. Overview of assessments.....	35
Annex 1. Composition of the panel.....	36
Annex 2. Statements of independence.....	39
Annex 3. Documents reviewed.....	44
Annex 4. Site visit programme.....	47

Glossary

CeQuInt	Certificate for Quality in Internationalisation
FELU	University of Ljubljana, Faculty of Economics
ECA	European Consortium for Accreditation
EHEA	European Higher Education Area
HE	Higher education
IB programme	Master in International Business
SQAA	Slovenian Quality Assurance Agency for Higher Education
QA	Quality assurance

1. Executive summary

The Master in International Business of University of Ljubljana, Faculty of Economics was assessed by the Slovenian Quality Assurance Agency (hereinafter: SQAA) and this assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project (hereinafter: CeQuInt). SQAA convened an assessment panel which studied the self-evaluation report and undertook a site visit of University of Ljubljana, Faculty of Economics on 21st March 2014.

Overall Conclusion

Based on its intended internationalisation goals and objectives and its international and intercultural learning outcomes, the IB programme at FELU has satisfactorily implemented effective internationalisation activities, which demonstrably contribute to a good quality of its teaching and learning and its staff and student compositions, experiences and services.

Particularly graduate achievement, content and structure of the curriculum, teaching methods and learning environment were seen as good or exemplary. The same applies to students' and staff's international experience and achievement.

Although the standards "Intended Internationalisation" and "International and Intercultural Learning" are seen as satisfactory, the experts diagnosed a gap between practice, which is often good and written standards and definitions. Therefore the elaboration of a clear and well defined qualitative internationalisation strategy as an integral part of the overall strategy is strongly recommended. In this strategy the standards and criteria of the CeQuInt can be a reference guide, to define the why, what, how and outcomes of its internationalisation, with both quantitative and qualitative goals and objectives and clear mechanisms for their assessment.

2. The assessment procedure

This report is the result of the assessment of the Master in International Business (hereinafter: IB programme) offered by University of Ljubljana, Faculty of Economics (hereinafter: FELU). The procedure was coordinated by SQAA. This assessment procedure took place within the framework of the CeQulnt.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (hereinafter: ECA). An assessment panel was convened by SQAA. The assessment panel consisted of the following members:

Panel Chair	Prof. dr. Hans de Wit, Director of the Centre for Higher Education Internationalisation' at the Università Cattolica Sacro Cuore in Milan, Italy, and Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Amsterdam University of Applied Sciences, Netherlands. Prof. Hans de Wit is also a Research Associate at the Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.
Panel Member	Dr. Eugenia Llamas, Director of International Relations at the Ecole des Ingénieurs de la Ville de Paris, France, and Expert of the Commission des titres d'ingénieur, France.
Panel Member	Prof. dr. Polona Tominc, Vice-Dean for Education at the University of Maribor, Faculty of Economics and Business, Slovenia and Expert of the SQAA.
Panel Member	Christian Wilk, full-time PhD student in Finance at the Frankfurt School of Finance & Management, and Expert of the Foundation for International Business Administration Accreditation.

The composition of the assessment panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by dr. Alenka Braček Lalić, Senior Adviser at SQAA.

The assessment panel studied the Self-evaluation report and annexed documentation provided by the programme before the site visit. (Annex 3: Documents reviewed)

The assessment panel organised a preparatory meeting the day before the site visit. The site visit took place on 20th March 2014 in Ljubljana. (Annex 4: Site visit programme)

The assessment panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the Self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the assessment panel corrected and amended the report.

The assessment panel finalised the draft report on 9th May 2014. It was then send to the FELU to review the report for factual mistakes. On 23rd May 2014 some minor issues were reported by FELU, such as *“the international dimension embraces a broad range of areas which are quantitatively and qualitatively defined throughout as part of a broader institutional strategy”*. Therefore, *“the CeQUINT evaluation processes should not focus just on evaluating a specific programme, for any programme is part of a much broader institutional context which needs to be acknowledged”*. No factual mistakes were reported. The panel decided not to amend the report on these points.

The panel approved the final version of the report on 2nd June 2014.

3. Basic information

Qualification:	Master in International Business
Number of credits:	120 ECTS
Specialisations (if any):	/
ISCED field(s) of study:	3 Social sciences, Business and Law, 34 Business and Administration
Institution:	University of Ljubljana, Faculty of Economics
Type of institution:	Research University – public
Status:	Accredited
QA / accreditation agency:	SQAA
Status period:	17. 5. 2012 – 30. 9. 2019

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

Concerning the internationalisation goals at programme level the assessment panel found out that the IB programme has not explicitly and clearly defined internationalisation goals, as described in a policy document or strategy. FELU, of which the IB programme is part, has defined concrete goals, in the context of its overall strategy.

FELU has defined the following internationalisation goals: “One-third of all key research and teaching activities of FELU will be international” and the more specific goals are:

- a 33 percent increase in the share of international projects (measured in EUR);
- 33 percent of programmes in English;
- an average 33 percent of enrolled foreigners and incoming students in programmes that are not impacted by the quota on foreigners;
- 33 percent of graduates with international experience;
- 33 percent of foreign lecturers in the executive education programmes;
- placement in the FT (Masters in Management programme) ranking.

As for the translation of these goals for the IB programme it is clear that the second goal is more than reached and driving the IB programme: 100 % teaching in English. And for the other goals, the IB programme follows the goals by the FELU. During the interview as qualitative goal was stated the following: “We integrate students (international and national ones) in one classroom, and in that goal the current focus is through courses (cases, teaching professors, assessments) with an intention to bring internationality to students”. And “We made a decision that we will organize specific lectures (topic: international classrooms) at the beginning of each study year for students (of all study programmes of the FELU, including this programme).”

When the teaching staff was asked what internationalisation in the IB programme meant for them, they stated:

- There are two pillars: 1. we use international literature, we also include international examples; 2. we do not only bring international staff in the classroom, we illustrate what was done in the region (Balkan, Europe, etc.), we try to integrate international dimension in the course.
- International composition of students (students are all around the world); cooperation of international students with national ones; topics (we include case studies which are regional or globally based).
- Seminar project work - students are working in teams; their interaction.
- We are doing case studies (students have to choose global player and try to fit its practice with the theory and prepare the project).
- Supervision of the thesis; international component of teamwork, projects, courses; international composition of student body.
- Building the mind-set of internationalisation; cultural sensitivity; as fit for and fit back (students learn from teachers and teachers learn from students); try to match global perspective and national perspective; it is fascinating to see how students grow and how they changed and how the programme impacts on their progress.
- We bring in people from practice: Russia, China, Balkan; we bring different aspects from different cultures and try to integrate with the goals of the programme; students are preparing the projects specifically for the companies (study visit of the specific company); if students go abroad then usually students prepare master thesis (FELU mentor and the mentor from foreign higher education institution).

From the documents received and from the Self-evaluation report it is not clear what the internationalisation goals are. With the exception of the quantitative goals defined by the FELU there are not defined and documented qualitative and quantitative internationalisation goals. During the interviews it became clear that the FELU goals are the driving force for the internationalisation of the IB programme and that in addition to that the IB programme and the collective of teaching staff have strong implicit qualitative goals. Goals that are also shared clearly by students, alumni and employers, as became clear from the interviews with these stakeholders.

The assessment panel noted that there are no other internationalisation goals documented than the quantitative goals as defined for the FELU in its overall Strategic Plan

and on the internationalisation strategy of the institution. They describe what the FELU and the IB programme intends to achieve, they are reasonable and challenging. What they miss though is a qualitative dimension: what qualitative outcomes are intended to be achieved (see also on the next criterion)?

The stakeholders within and outside the programme are the students, the alumni, the employers and the academic and administrative staff of the FELU and the IB programme. They are not explicitly identified in the context of internationalisation goals, but from the interviews it became clear that they are strongly committed and supportive to and identifying themselves with the programmes implicit internationalisation. At the same time it became clear that in particular alumni and employers felt that they could contribute more to these goals and also students felt that more could be done by them.

Conclusion and recommendations

The assessment panel concludes that the internationalisation goals for the IB programme are documented satisfactorily although not as good as could be the case, and primarily at the FELU level. They should be more explicit, more qualitative and also linked more clearly to the IB programme itself.

The goals are shared and supported by stakeholders within and outside the IB programme.

The assessment panel recommends that FELU defines not only quantitative goals but also qualitative goals, in line with the implicitly present international focus it aspires, and that the IB programme – within the framework of the FELU goals – defines its own quantitative and qualitative goals on the different standards and criteria of the CeQuInt. Only in this way the IB programme can move from a more implicit and incidental internationalisation to a more explicit and measurable internationalisation.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

As with the internationalisation goals, also for its objectives, there are no explicitly defined and described internationalisation objectives for the IB programme and reference is primarily made to the objectives at the institutional and FELU level and on the assumption that – by being an international business programme – the internationalisation is adequately present and defined.

Objectives are mixed with strategic goals and they are very broad and quantitatively described. The Self-evaluation report lacks a clear description of the objectives. As objectives are mentioned in the Self-evaluation report (page 6): maintaining cultural diversity, internationally focussed and taught entirely in English, as well as cross-cultural teams work and insight in how cultures work. Some other objectives mentioned are: a truly international and multicultural learning experience and international partnerships. During the interviews with management, teaching staff and other stakeholders it became clear that these and other internationalisation objectives are implicitly indeed present and are shared and implemented in practice.

In the Self-evaluation report, the IB programme defines as its main objective: “To develop IB graduates who are proactive, opportunity-seeking and learning-oriented, as well as sensitive to regional and cross-cultural specifics in a changing international business environment.” This is a manifestation of the assumption that by the fact that it is an international business programme, the internationalisation objective is clear.

Both the FELU and the IB programme lack an explicit internationalisation strategy, in which the why, what, how and outcomes of the internationalisation strategy are clearly defined in the context of European, national and institutional context.

The ambitions as described in the quantitative goals of the FELU, to which the IB programme refers, are reasonable but also challenging given the national and regional context. They are overlapping with the internationalisation goals and lack a qualitative approach.

Conclusion and recommendations

The assessment panel concludes that objectives have not been formulated explicitly and only implicitly, as came out from the interviews. These implicit objectives are verifiable, but given their implicit nature they do not allow monitoring the achievement of the programme’s internationalisation goals. The panel concludes with some hesitation but based on the by all stakeholders commonly shared implicitly described qualitative internationalisation objectives of the IB programme (intercultural and international competence development; international mindset; international knowledge; international team work and class rooms; an international environment of teachers, students and business) that the internationalisation objectives are satisfactorily defined.

But the assessment panel also recommends that both the FELU and the IB programme develop an explicit internationalisation strategy, in which the why, what, how and outcomes of the internationalisation strategy are clearly defined in the context of

European, national and institutional context, with clear quantitative and qualitative objectives.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.

The assessment panel has noticed from the Self-evaluation report and from the interviews that there is not a systematic evaluation of the internationalisation of the IB programme and that only at the FELU level quantitative monitoring takes place. So, there are no regular, improvement oriented mechanisms to assess the progress in the internationalisation of the IB programme. Student assessments are not regularly and systematically evaluating internationalisation goals and objectives. During the interviews examples were given of improvement of the internationalisation of the FELU and the IB programme, in particular more attention to teaching and learning in an international classroom and professional development of staff. But these measures seem to happen only because of intentional actions by administration and staff and not to be based on explicit periodic reviews.

Conclusion and recommendations

The assessment panel concludes that there are no evaluations of the IB programme's internationalisation and that even evaluations by students are not organised periodically and systematically. Measures for improvement have been implemented but not based on a systematic review and its success cannot yet be demonstrated. This is in the opinion of the panel unsatisfactory.

The assessment panel recommends evaluating the internationalisation objectives and goals periodically and explicitly, and to include in the student evaluation on a systematic and regular basis assessment of the internationalisation goals, objectives and services, and use them as basis for annual improvement measures.

Overall conclusion regarding Standard 1. Intended internationalisation

The assessment panel concludes - with some hesitation - overall the intended internationalisation satisfactory. The panel deems two of the three underlying criteria (1 and 2) of this standard to be met satisfactorily, and one (criterion 3) to be unsatisfactory. No elements can be regarded as an international example.

The panel understands that the FELU and the IB programme do not see internationalisation strategy as a separate strategy, independent of the overall strategy for FELU and IB programme. At the same time, the risk of too extreme mainstreaming of internationalisation is that no clear goals, objectives and improvement mechanisms can be identified.

The assessment panel strongly recommends that both the FELU and the IB programme develop a clear and well defined qualitative internationalisation strategy as an integral part of their overall strategy. In this strategy the standards and criteria of the CeQuint can be a reference guide, to define the why, what, how and outcomes of its internationalisation, with both quantitative and qualitative goals and objectives and clear mechanisms for their assessment.

The panel therefore assesses Standard 1. Intended internationalisation as satisfactory.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The assessment panel has concluded from the Self-evaluation report and the documents received that there are international and intercultural learning outcomes and competences described, but not in a clear and consistent way. From the Self-evaluation report it becomes manifest that the IB programme considers the fact that it is an international business programme, sufficiently demonstrates that in its overall learning outcomes as provided, the international dimension is adequately present. Explicit international and intercultural learning outcomes cannot be encountered in the section of the Self-evaluation report dealing with intercultural and international learning outcomes. Under criterion 2 of standard 1, internationalisation objectives, though, one can see that the overall competencies and learning outcomes are adequately intercultural and international.

The competencies mentioned on page 6 of the Self-evaluation report are all referring to international settings, markets, operations, teams and contexts:

- to identify, analyse, synthesise and develop solutions to complex problems involved in the international operation of companies and other international organisations;

- to employ research methods and procedures, and critically assess processes in international operations (i.e., techniques, forms, organisations, management, market analyses, and market changes);
- to use up-to-date concepts for doing business in international markets and business contexts;
- teamwork and carrying out procedurally organised work in multidisciplinary groups (an integral approach at the level of the company and its external partners);
- to independently resolve complex problems in international operations (e.g., decisions about a company's market entry) in a systematic and structured manner;
- to understand the diverse nature of markets and international market participants;
- to develop a sensitivity for ethical reflection and own professional development;
- to learn independently, integrate knowledge, flexibly adapt to new situations, and creatively seek solutions to problems in companies or other organisations active in international markets; and
- to proactively organise, manage and facilitate the growth of companies and other organisations in international settings.

And the learning outcomes as described there on page 7 of the Self-evaluation report include also international and intercultural knowledge, skills and attitude components as key outcomes:

- cultivate the knowledge and skills needed to work effectively in an ever changing international business environment;
- develop specific knowledge related to international business, international marketing and international management in order to work effectively in international and regional business markets, such as e.g. South-East Europe;
- develop skills like managing cross-cultural conflicts, cultural intelligence, communication and language skills, negotiating skills, patience and flexibility, creativity in international business, international marketing and international management, as well as risk management, strategic development, finance, logistics, and other areas;
- identify and analyse various international business problems and develop appropriate strategies and tactics for working across borders and cultures;

- increase awareness of the needs of international customers and market orientations;
- develop abilities and skills for critical analysis and synthesis, as well as the application of corporate social responsibility and corporate sustainability concepts;
- develop and improve team working skills in cross-cultural teams, as well as networking in international settings; and
- learn the skills of proper business etiquette, manners and effective intercultural communication.

The assessment panel also tried to find out if the international and intercultural learning outcomes correspond with the programme's internationalisation goals. It was concluded that the relationship with the internationalisation goals is not explicitly made but that they are perceived as a reflection of the international business focus of the programme, and in that way implicitly linked.

Conclusion and recommendations

The assessment panel concludes that the intended international and intercultural learning outcomes correspond in a satisfactory way with the programme's internationalisation goals.

The assessment panel recommends that the international and intercultural learning outcomes are more explicitly defined and described, both overall and there where they are acquired in the different parts of the IB programme, as knowledge, skills and attitude dimensions of international and intercultural.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The assessment panel did not find in the Self-evaluation report evidence of methods used for the assessment of students, suitable for measuring the achievement of the intended international and intercultural learning outcomes. The assumption again of the IB programme is that the learning outcomes overall and by that their international and intercultural dimension are assessed and that no specific attention needs to be given to the international and intercultural learning outcomes.

The assessment panel on the one hand understands that approach, given the strong presence of the intercultural and international dimension in the overall learning outcomes. The assessment panel also acknowledges that in the interviews both teaching staff and students and alumni have made positive references to these two dimensions in the IB programme. At the same time, the panel felt that insufficient assessment of the explicitly international and intercultural dimension of the learning outcomes could be demonstrated in no other form than through the perceptions of the stakeholders and – see below – graduate achievements. In the student evaluations there was – at least not in a systematic and regular way – reference to these dimensions and the related services for them.

Conclusion and recommendations

The assessment panel concludes that methods used for the assessment of students are satisfactorily suitable for measuring the achievement of the intended international and intercultural learning outcomes, but that their assessment could be done in a more systematic and regular way.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The assessment panel was impressed by the enthusiasm and strong endorsement of both employers and alumni of the graduate achievement of international and intercultural learning outcomes of the IB programme. The assessment panel noticed the specific focus of the IB programme on the regional Balkan context for which the IB programme prepares students. This regional base in the broader European and global context is one specific feature of the IB programme and well received by alumni and employers.

Although the achievement of the international and intercultural learning outcomes is not explicitly demonstrated through student assessments, the appraisals of alumni and the labour market representatives were impressive. There is clearly more indirect than direct demonstration that the graduates have achieved international and intercultural learning outcomes. Students expressed some concern that there was insufficient space and resources in the IB programme to have real life international business experience by guest-lecturers from international businesses and by internships and study visits. This is recognised by the management and they are looking into ways how to strengthen this aspect of the IB programme, although financial constraints make it not easy in the current economic climate. But, keeping these limitations in mind, overall the assessment panel was positive about the graduate achievement of these learning outcomes.

Conclusion and recommendations

The assessment panel concludes that the graduates substantially achieve the intended international and intercultural learning outcomes. The assessment panel recommends assessing this criterion as good.

Overall conclusion regarding Standard 2. International and intercultural learning

The assessment panel found that the international and intercultural learning outcomes were well integrated in the overall competencies and learning outcomes of the IB programme, even though in the Self-evaluation report this was rather poorly described, and in the wrong place. The assessment panel deems the underlying criteria of this standard to be met satisfactorily and for the last criterion as good. The assessment panel is convinced that the focus of the IB programme on the Balkan region in the European and global context can be regarded as an exemplary practice.

The panel therefore assesses Standard 2. International and intercultural learning as satisfactory.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The content and structure of the curriculum are well described in the Self-evaluation report (page 14, table 5), as well as in mandatory Annex 2. Concerning the correspondence between the curriculum and the intended international and intercultural learning outcomes the assessment panel found out that, though not explicitly stated in the courses contents description, it was verified during the site visit that international and intercultural outcomes are a constant preoccupation on the part of the teaching and administrative staff concerned with the organisation of the IB programme. During the interviews it was indicated that at IB programme level, the content is focused on international business examples and best practices, with the aim to apply this acquired knowledge in strengthening the intercultural aspects of curricular development.

The assessment panel was pleased to find a real commitment on the part of the teaching staff involved in the IB programme towards providing the necessary tools in order to cater

for the intended learning outcomes. From the interviews with teaching staff members, it was clear that the IB programme curriculum is intended to build the mind-set of internationalisation and provide students with a cultural sensitivity, trying to match a global with a national perspective. The assessment panel also learned that it is possible that students of this programme, through the curriculum provided, achieve all the intended international and intercultural learning outcomes

Conclusion and recommendations

The assessment panel concludes that both the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes and can be assessed as good.

The assessment panel, as also recommended under criterion 2 a, recommends that intercultural competences are described explicitly and individually for every IB programme component, in order to increase the readability of the intended (and achieved) international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The IB programme teaching methods are described in the Self-evaluation report (page 15, table 6), as well as in mandatory Annex 3. Regarding the correspondence between the teaching methods and the intended international and intercultural learning outcomes it was stated that both the teaching methods and student group composition tend to enhance the multicultural aspects of the IB programme with the aim to train high level professionals for a global market.

The main teaching approach guiding the IB programme focuses on integrating insights and experiences from both Slovenian and international teaching staff by incorporating a wide range of teaching methods centred on interaction with students and problem-based learning in a variety of formats, including: ex-cathedra lectures, interactive class discussions, analyses of case studies, individual assignments and team projects (written and oral). This is done with the goal of providing the students with an appropriate international mind-set.

The assessment panel also learned that it is possible that students of this programme, through the teaching methods provided, achieve the intended international and intercultural learning outcomes. Students are namely exposed to real business world issues

and are challenged to apply theoretical concepts to concrete international business settings. Teaching staff is committed to adapting teaching methods so as to reduce reading assignments in order to promote intercultural discussion in groups.

The panel took notice of the call by students for more international real life business world opportunities, for instance via study visits and guest-lectures of international business people, but is also aware of the financial and practical constraints of such options, as mentioned by the management of the programme.

Conclusion and recommendations

The assessment panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes and assessed them as good.

The assessment panel recommends improving e-learning methods and opportunities, also in international partnerships, and implement a policy on joint/double degrees with targets clearly identified for the IB programme through benchmarking.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The learning environment is described in the Self-evaluation report (pages 16 and 17). Concerning the correspondence between the learning environment and the intended international and intercultural learning outcomes the assessment panel found out that the classroom is intended as an international learning environment. Multicultural diversity is encouraged in student group composition. Mixing students from different nationalities and cultures becomes thus a priority. FELU's students in general are taught how to evolve in an international classroom. English is widely used in communication (all e-mails from the teaching and administrative staff are bilingual).

The IB programme recruits 50 students per year and per class they are meant to have a suitable diverse background. The selection process is carried out in collaboration with the International office. Each project group should be composed by at least two nationalities. Sometimes these rules are written; if not, communicated to students.

During the site visit, the assessment panel was impressed by the quality of the infrastructures offered to students.

The assessment panel learned that it is possible for students of this programme, in the learning environment provided, to achieve the intended international and intercultural learning outcomes. A real mix was observed among international students of various nationalities. The interviews with students indicated an extremely positive appreciation of the learning environment created by the IB programme. Overall, students consider that the IB programme learning experience is of an excellent level as far as internationalisation is concerned: students highly appreciate the fact that visiting professors share their experiences with them; English case studies and interaction with international students is particularly valued by Slovenian students, as well as the possibility of developing multicultural negotiation skills.

It was noted that all stakeholders did not consider the teaching and learning in English as a concern, requiring additional attention during the programme. The panel itself also did not encounter an issue with the English language. The use of an all-English learning environment can be considered as an exemplary practice.

Conclusion and recommendations

The assessment panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes and assesses it as good. The assessment panel recommends the organisation of more field trips abroad and guest-lectures by people from business in order to give students the opportunity to study international best practices on site and from practitioners.

Overall conclusion regarding Standard 3: Teaching and Learning

The assessment panel assesses the standard Teaching and Learning in all its three criteria and overall as good. The panel found that the contents of the curriculum, the teaching and learning methods, as well as the learning environment provided by the IB programme are focused on the internationalisation of learning outcomes. The use of an all-English learning environment can be considered as an exemplary practice.

The panel therefore assesses Standard 3: Teaching and Learning as good.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The Self-evaluation report in Annex 8 brings CVs of all teaching staff, participating in the IB programme. There are 22 professors in the IB programme; three of them are coming from abroad, participating within the FELU's core faculty on a part-time basis, but with equal rights to Slovenian full-time FELU members. There are 30 core international faculty involved in teaching and research at FELU and 163 visiting faculty members all together in the past academic year. Regarding the number of students, the approximate student/teacher ratio is 17. It is also presented to the assessment panel during the visit which courses are taught by individual teacher, proving that these are the teachers needed to teach in the IB programme.

As already pointed out in chapters 1 and 2, the international and intercultural learning outcomes of the IB programme are not described in a clear way, but are merely implicitly present in the overall goals and learning objectives of the IB programme. Therefore it is difficult to identify a clear strategy regarding achieving the composition of the staff to facilitate the achievement of these outcomes. The inclusion of foreign faculty members seems to be to a greater extent the result of random or accidental activity, than an explicitly targeted.

The quality of the teaching staff is high, especially from their professional and scientific knowledge point of view, as presented in their CV. All of them are also having a lot of teaching experience, although their CVs bring very little information about their teaching skills, since the emphasis (also within the process of academic promotion of the faculty members) is on the scientific research work of faculty.

Administrative staff in the 2012/2013 academic year consisted of 12 employees working in support functions and administrative services in the IB programme, which represent nearly 13 percent of all FELU professional staff.

It is important to stress, that also a lot of guest speakers were invited to participate in the IB programme – in 2012/2013 academic year 172 speakers (top and middle managers from local, regional and international enterprises) from business and the professionals were included into the course work, contributing to the variety and diversity of the teaching staff. As mentioned before, the students would appreciate even more guest-lectures from international business man.

During the site visit the assessment panel had the opportunity to interview a foreign professor, who is participating at the IB programme. According to her the international faculty members feel that FELU is a vibrant international society. Besides internationalisation that is the characteristics of the IB programme, FELU also hosts international conferences, it also cooperates internationally in the research area, etc. During the interviews it was pointed out that intercultural and international competencies

within faculty members, staff, (as well as students), are somehow included as the tacit knowledge of the FELU.

It was brought to the attention of the assessment panel that national legislation makes it difficult for the university and its faculties and programmes to attract more international staff. The assessment panel recommends that the university addresses this concern with the national government as to enhance internationalisation.

Conclusion and recommendations

The assessment panel concludes that the composition of the staff facilitates the achievement of the intended international and intercultural learning outcomes and can be assessed as satisfactory.

Nevertheless, the assessment panel recommends that explicit internationalisation and intercultural competencies are formulated for staff and in line with the recommendations under standard 2 and 3 that clear international and intercultural learning outcomes are formulated that would lead to the clear picture of the composition of staff needed to facilitate their achievements. Also, the assessment panel recommends that besides strong emphasis on the importance of internationally recognized scientific and research results of faculty members also excellence in teaching in the international and culturally mixed environment is assumed as equally important. The panel recommends that the university addresses its concern on limiting regulations for attracting international staff with the national government as to enhance internationalisation.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Teachers, participating in the IB programme, have rich international experiences, since they have all participated in different research and professional activities as well have taught all over the world at foreign distinguished institutions, as presented by their CVs and presented to the assessment panel at the site visit.

Based on the interviews with faculty members the assessment panel assesses that FELU's and IB's academic and professional staff members have a lot of opportunities to participate in exchange programs within Erasmus and Ceepus programmes and other bilateral agreements. They all have worked in international teams at other institutions as well as at FELU, where several international part-time and guest teachers are included in the IB programme. Professors, engaged in the IB programme are also involved in several

international professional associations as well as in organisations and committees for management education and quality assurance bodies, on national and international level.

Besides that, academic and professional staff is developing their cross-cultural skills participating in activities of Confucius Institute Ljubljana at FELU, promoting Chinese language and culture, knowledge, etc.

As presented in the Self-evaluation report (table 7), all Slovenian faculty members have appropriate skills regarding foreign languages, with 91 % of them being proficient in at least two foreign languages.

During the site visit the assessment panel learned that teachers have the opportunity to attend language courses/tutorials which present prerequisites for the course. The IB programme Director also analyses the students' questionnaires assessing the teachers - the level of language has never been a problem. The assessment panel was also provided with the survey results proving these statements.

At the site visit the assessment panel learned also how the process of evaluation of quality of teaching with students' questionnaire is taking place: survey results are reported to each individual, to the chair of corresponding academic unit, to vice-dean, dean and to students' representative. The Quality Assurance office is responsible for alerting the dean and vice-dean; it also prepares a proposal for resolving the problem (if it occurs). Individual discussions with teachers are taking place. As a result for example personal workshops are performed, as a measure for improvement. Internationalisation and intercultural competencies of teachers are evaluated among others in this process.

As mentioned before, interviews with students revealed that they recommend more guest speakers with international real-life business experiences that would present international business component to a greater extent to them.

Conclusion and recommendations

The assessment panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills, and assesses this criterion as good. Nevertheless the assessment panel recommends including more guest speakers with international real-life business experiences that would present international business component to a greater extent to students.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

During the site visit the assessment panel learned that there are several services provided to the staff which are very diverse and facilitate several components within international experiences, intercultural competencies and language skills:

- Faculty members are encouraged to teach, study and research abroad, including sabbaticals and periods as visiting professor in other countries.
- A special career development scheme has been developed for young researchers.
- Training courses for teaching international classes are available to the faculty members (Business conversation in English).
- International office runs intercultural training programme for domestic students, professional staff and faculty.
- A Teacher Training Learning (TTL) week (the opportunity to follow the lectures of FELU professors on the participants' related topics, Lectures delivered by TTL participants, training for TTL done by invited trainers, etc).
- There are also activities, run by Quality assurance office, which organises activities to improve the quality of teaching in general.

During interviews at the site visit the assessment panel learned that main problems dealing with international exchanges of staff are of bureaucratic nature, especially regarding faculty members and teachers from abroad coming to FELU (tax questions regarding Slovenian regulations, see also above). When going abroad the main problem is to find resources, although the HR office communicates with the International office and management to provide funds. Funds are found from several sources – they combine projects funds, EU projects funds, etc.; professors are stimulated to find connections and raise funds.

Conclusion and recommendations

The assessment panel concludes that the services provided to the staff are consistent with the staff composition and assesses this criterion as good. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff

The assessment panel deems the first criterion, staff composition, as satisfactory and the other two underlying criteria of this standard to be systematically surpassed and by that good. However, none of the elements can be regarded as an excellent international example or an exemplary practice. The assessment panel recommends that explicit internationalisation and intercultural competencies are formulated for staff and in line with the recommendations under standard 2 and 3 that clear international and intercultural learning outcomes are formulated that would lead to the clear picture of the composition of staff needed to facilitate their achievements. Also, the assessment panel recommends that besides strong emphasis on the importance of internationally recognized scientific and research results of faculty members also excellence in teaching in the international and culturally mixed environment is assumed as equally important. The panel recommends that the university addresses its concern on limiting regulations for attracting international staff with the national government as to enhance internationalisation.

The panel therefore assesses Standard 4: Staff as good.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals.

During the site visit the assessment panel learned that the IB programme is limited by the regulative framework in Slovenia to freely set up the composition of the student group. According to the Slovenian regulatory framework not more than 10 percent of full-time students are allowed to be non-Slovenian. However, the programme administration successfully applied for a higher upper bound of 30 percent with the Ministry of Education. Due to this higher upper bound advancements have been made to increase the relative number of full-time international students from 16 to 23 percent over the last two years.

	2010/2011	2011/2012	2012/2013
International Students	24	34	44
+ Slovenian Students	126	150	146
= Total full-time students	150	184	190
Percentage International	16%	18%	23%

Furthermore, the composition of the student group based on their nationalities and cultural backgrounds is very diverse. Not only international students from the targeted countries, i.e. from neighbouring countries and the Balkan region, but also from China and Bangladesh enrol for the full-time IB programme. The recruitment of this diverse and international student group is possible due to the efforts the faculty puts into the yearly summer school, the close contact to the Confucius institute, and the accreditation and reputation of the programme.

Moreover, based on the student interviews the assessment panel found that the programme is able to attract and to retain motivated and engaged students with first work experience. Most students from the IB programme have been abroad during their undergraduate studies, e.g. Spain, Canada, Kazakhstan and Turkey. In addition, most students have already worked in an international context, e.g. the Danish embassy, Confucius institute, international companies or the Slovenian chamber of industry and commerce.

Second, the assessment panel received positive feedback from the students concerning the interaction within the different student groups. Not only that all students have a very proficient command of the English language, but also their intercultural understanding and receptiveness is highlighted by the students. This impression was substantiated by the company representatives who highly valued the intercultural communication skills of the students. What is more, the representatives positively valued the IB programme's wide reach in attracting international students to Ljubljana, especially from Poland, Slovakia, Hungary, and Italy.

Third, the assessment panel understands that the IB programme administration has developed an implicit internationalisation strategy which intends to attract non-Slovenian students from adjacent countries, the summer school student pool, and the participants of the Confucius institute's exchange programme. The assessment panel realizes that the composition of the student group corresponds with the internationalisation goals of the FELU and IB programme. Furthermore, the IB programme focuses on matching students to internationally diverse learning units in order to foster their intercultural skills. Complementary to these efforts students get mixed together in tutor groups at the beginning of their study which provide students a first contact to their fellow students and a good introduction to the overall student body of the IB programme and the FELU faculty.

Conclusion and recommendations

The assessment panel outlines the good composition of the student group in the IB programme. Nevertheless, the assessment panel recommends a few aspects that deserve

further improvement. First, more data on a faculty and IB programme level should be collected and evaluated concerning the student group composition per nationality, how this fits to the overall target, and how the recruitment strategy depends on these numbers. Second, the target numbers for the student composition should be yearly reflected by the IB programme advisory board dependent on the needs of companies who recruit IB graduates. Third and most important, these two recommendations should assist the programme administration in explicitly formulating and constantly revising a targeted international student group composition which is determined by the long-term labour market needs of the involved companies and stakeholders.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

The assessment panel learned that students from the IB programme have multiple opportunities to collect and gain international experience during the study programme.

First, all international students are welcomed to participate in the orientation week at the beginning of the semester. Students are introduced to the different departments and offices on campus, can learn Slovenian in 90 minutes, receive a lecture on Slovenian history, and have several opportunities to come in contact with fellow students during the Ljubljana city tour or the evening events. Moreover, every international student will be introduced to a student from an earlier intake who serves as a tutor. The role of the tutor is to assist the new student with all short-term problems that might arise when moving to a new country and in the long-term to integrate the new student to the FELU student and alumni network.

Later, during the study programme students are being mixed to student groups to work together on course projects and presentations. The assessment learned from the student interviews that students try not to stick to their respective national groups, but search the contact to mix with international students. This argument was plausible to the assessment panel, because the students could make authentically clear that they have an intrinsic motivation to use the opportunity to work in an international and intercultural team already during their studies. Hence, as most students are eager to work in an international environment after graduation and the programme facilitates this experience early on, the international classroom experience is a vital element of the study programme. Moreover, students have the possibility to work in an intercultural context in several workshops, e.g. the Bloomberg terminal introduction, the CFA challenge, and language courses.

Furthermore, excellent graduates are invited to join the Beta Gamma Sigma Honours Society.

Second, based on these observations the assessment panel found that the internationalisation experience does also match with the student composition. An insightful example is the close cooperation of the faculty with the Confucius institute. Not only excellent Chinese students can be attracted to the study programme, but also students can learn vital aspects of the Chinese language and culture. Moreover, the students and alumni are capable of transferring and disseminate this knowledge as confirmed by one company representative, who highlighted the two guides for “How to make business in India” and “How to make business in China” the IB alumni wrote for the Slovenian chamber of business and commerce.

Conclusion and recommendations

The assessment panel concludes that the students have multiple opportunities to actively participate in an international learning environment, which is adjusted to the respective student composition, and by that assesses this criterion as good.

In order to further foster the successful internationalisation experience the assessment panel recommend that the FELU faculty and the IB programme administration offer further experiences with a stronger international orientation. As mentioned before, from the student interviews it became clear that the students demand more international experience on a short-term basis. The assessment panel recommend to setup activities such as an international study trip to leading financial or economics centres, ideally organized by the students with the financial support of companies attached with the FELU faculty. Based on the interview round with the corporate representatives the assessment panel is confident that the firms from the advisory board are interested in helping the faculty to organize such a study trip in order to promote the international experience in their respective company and introduce offices in international markets where they need excellent candidates from the IB programme. Finally, the assessment panel suggest that the faculty and the IB programme administration could check the possibility to actively engage in the organisation of an international case competition or to setup an innovative mini-internship programme with partner companies.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.

The assessment panel learned that students of the IB programme have several opportunities to receive support on their questions and problems, but also have guided support for an introduction to Slovenia or for the going abroad preparation.

First, the services provided by the IB programme administration and the FELU staff range from the visa application process assistance for non-EU students, to tutoring systems, accommodation assistance, and intercultural trainings and workshops. Especially the tutoring system complements most of the services offered by the faculty, and hence students have the opportunity to provide their knowledge directly to the newcomers. Moreover, the faculty and the programme have Facebook and Twitter pages, where students can publicly interact or send private message to the administrative staff. Furthermore, at the beginning of the semester students receive a mini booklet which provides information on the key aspects of academic research standards, office hours for the administrative offices, information on exam registration and cancellation, instructions on why filling out surveys is important, a code of ethics, guidelines for compiling emails, and further means of finding help. Finally, the students can participate in voluntary short-trips to university events in the geographic proximity, such as Zagreb, Vienna or Venice. In addition, with graduation students receive as an appendix to their diploma an additional diploma supplement. The diploma supplement includes detailed information on the holder, the qualifications, the level of the qualification, the contents and results achieved, information on the function of the qualification, and additional references and contact data.

Second, to the members of the assessment panel the services provided to the students fit to the internationalisation goals of the FELU and the IB programme. Especially the proactive support in the visa application process for students from Asia fits to the objective to attract more international full-time students from this region. In addition, the services correspond to the targeted composition of the student group. As the objective is to diversify the student body and to assist in creating diverse student groups the tutoring system is a suitable tool in reaching this goal. From the student interview the assessment panel members learned that most students are very satisfied with their tutors. Moreover, the alumni reported that even after graduation they are still in contact with former members of their respective tutoring group. However, the FELU could not provide an explicit document stating the goals and objectives of the tutoring system and how the tutoring system corresponds well with the overall internationalisation goals.

Conclusion and recommendations

The assessment panel concludes that the services provided to the students are very well conducted, fit to the internationalisation goals and correspond to the student body composition, and by that this criterion can be assessed as good.

However, the assessment panel recommends further development and assessment of the services offered. Especially the observation on campus that most announcements, e.g. exam regulations or short study trips offered by student clubs, are advertised and printed in Slovenian only provides evidence that English should be used even more as the second means of communication on campus. The Facebook and Twitter pages provide a good example that the international students by far do not actively participate in the campus life than the local ones. Most postings are in Slovenian, hence international students might have problems to join and engage in the discussion. Furthermore, the assessment panel recommends introducing longer library opening hours. Especially the international students gave feedback to the panel that the library is one of the most important places to work, but also to life together in an educational environment.

Overall conclusion regarding Standard 5: Students

The assessment panel found that the composition of the students, the international experience students receive, and the services provided to the student body are well above the standards and can be assessed for each criterion and overall as good. The assessment panel deems all the underlying criteria of this standard to be systematically surpassed. However, none of the elements can be regarded as an excellent international example, yet.

The panel therefore assesses Standard 5: Students as good.

Conclusion

Based on its intended internationalisation goals and objectives and its international and intercultural learning outcomes, the IB programme at the Faculty of Economics of the University of Ljubljana has satisfactorily implemented effective internationalisation activities, which demonstrably contribute to a good quality of its teaching and learning and its staff and student compositions, experiences and services.

5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

1. Chair: prof. dr. Hans de Wit, Director of the Centre for Higher Education Internationalisation' at the Università Cattolica Sacro Cuore in Milan, Italy, and Professor (lector) of Internationalization of Higher Education at the School of Economics and Management of the Amsterdam University of Applied Sciences, Netherlands, and Research Associate at the Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

Dr. Hans de Wit is the Founding Editor of the 'Journal of Studies in International Education' (Association for Studies in International Education/SAGE publishers), and a member of the Scientific Editorial Committee of RUSC, Revista de Universidad y Sociedad de Conocimiento. He has (co)written several other books and articles on international education and is actively involved in assessment and consultancy in international education, for organisations like the European Commission, UNESCO, World Bank, IMHE/OECD. He has undertaken Quality Reviews of a great number of institutions of higher education in the framework of the visiting Advisors Program (VAP), IQRP, IQR, Eurostrat and the Dutch Flemish Accreditation Agency (NVAO). He is co-editor of 'Quality and Internationalisation of Higher Education' with Jane Knight, University of Toronto, OECD, 1999. He is a founding member and past president of the European Association for International Education.

2. Member: Dr. Eugenia Llamas, Director of International Relations at the Ecole des Ingénieurs de la Ville de Paris, France, and Expert of the Commission des titres d'ingénieur, France.

Dr. Eugenia Llamas was Deputy Director of Escuela Técnica Superior de Ingenieros de Telecomunicación, University of Valladolid in Spain up to 2005. While still in Spain, Dr. Llamas was involved in quality assurance for engineering degrees, as an expert and promoter of the Bologna process. In 2005, Dr. Llamas joined the Ecole des Ingénieurs de la

Ville de Paris (France), where she created the Office of International Relations and was appointed Head of the Department of Languages in 2006. Since 2012, Dr. Llamas belongs to the expert panel of CTI, the French accreditation authority for engineering degrees, where she regularly participates in accreditation procedures

3. Member: prof. dr. Polona Tominc, Vice-Dean for Education at the University of Maribor, Faculty of Economics and Business, Slovenia and Expert of the SQAA.

Dr. Polona Tominc is a Professor for quantitative economic analyses at the University of Maribor, Faculty of Economics and Business (hereinafter: FEB) in Slovenia. She is also a Head of Committee for study affairs at FEB and Member of Committee for undergraduate studies at University of Maribor. She is a member of Institute for entrepreneurship and management of SMEs and member of Institute for operational research, member of Department for quantitative economic analyses, member of research team Global entrepreneurship Monitor GEM and member of the research network for female entrepreneurship DIANA. She also managed the Committee for international affairs (from 2007 to 2012), led over 10 expert groups in the accreditation and re-accreditation procedures at SQAA, and participated as a member at several international accreditation teams within ECBE organization.

4. Member: Christian Wilk, full-time PhD student in Finance at the Frankfurt School of Finance & Management, and Expert of the Foundation for International Business Administration Accreditation.

Christian Wilk concluded his master study programme in Economics and Business Administration at the Copenhagen Business School and his undergraduate study programme in International Business at the Maastricht University. During undergraduate and postgraduate study he experienced two exchange semesters abroad (during BSc study at the Universidad de Buenos Aires; during MSc study at the China Europe International Business School, Shanghai). Since 2010 he is actively involved in programme accreditation



procedures coordinated by Foundation for International Business Administration Accreditation (hereinafter: FIBAA).

Coordinator: dr. Alenka Braček Lalić, Senior Adviser, SQAA.

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr. Hans de Wit		x	x	x	
• Dr. Eugenia Llamas		x	x	x	
• Dr. Polona Tominc	x	x	x	x	
• Christian Wilk	x			x	x

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Annex 2. Statements of independence

STATEMENT OF INDEPENDENCE

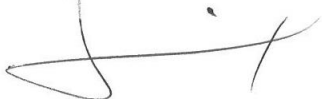
In accordance to the third paragraph of 51 Article of the Higher Education Act (Official Gazette, number 32/2012-UPB7 and 40/2012-ZUJF) and the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation)

I **DR. HANS DE WIT** declare that I will, when assessing application for awarding Certificate for Quality in Internationalisation (University of Ljubljana, Faculty of Economics) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Place and date: **Ljubljana, 20. 3. 2014**

Signature



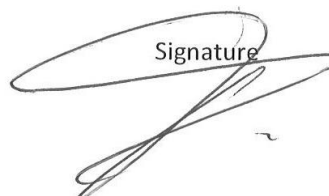
STATEMENT OF INDEPENDENCE

In accordance to the third paragraph of 51 Article of the Higher Education Act (Official Gazette, number 32/2012-UPB7 and 40/2012-ZUJF) and the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation)

I **DR. EUGENIA LLAMAS-HERNANSANZ** declare that I will, when assessing application for awarding Certificate for Quality in Internationalisation (University of Ljubljana, Faculty of Economics) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Place and date: **Ljubljana, 20. 3. 2014**

Signature


e | c | a



n·a·k·v·i·s

Nacionalna agencija Republike Slovenije
za kakovost v visokem šolstvu

s·q·a·a

Slovenian Quality Assurance Agency
for Higher Education

STATEMENT OF INDEPENDENCE

In accordance to the third paragraph of 51 Article of the Higher Education Act (Official Gazette, number 32/2012-UPB7 and 40/2012-ZUJF) and the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation)

I **DR. POLONA TOMINC** declare that I will, when assessing application for awarding Certificate for Quality in Internationalisation (University of Ljubljana, Faculty of Economics) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Place and date: **Ljubljana, 20. 3. 2014**

Signature



STATEMENT OF INDEPENDENCE

In accordance to the third paragraph of 51 Article of the Higher Education Act (Official Gazette, number 32/2012-UPB7 and 40/2012-ZUJF) and the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I **CHRISTIAN WILK** declare that I will, when assessing application for awarding Certificate for Quality in Internationalisation (University of Ljubljana, Faculty of Economics) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Place and date: **Ljubljana, 20. 3. 2014**



Signature

Annex 3. Documents reviewed

Before the site visit:

- Self-evaluation report
- The documented internationalisation goals – development through the years
- Overview of the curriculum in diagram form
- ECTS Course Catalogue
- A reference to courses or other (curricular) activities (by means of a matrix or reading guide) where intercultural and international learning outcomes will be achieved (if not already included in the regular course overview)
- List of student work (type, title and grade) of the last two years which demonstrate achievement of international and intercultural learning outcomes
- Examples of three Diploma Supplements (1. Diploma Supplement of a Slovenian student who was not on an exchange programme; 2. Diploma Supplement of a Slovenian student who was on an exchange programme; 3. Diploma Supplement of an international full-time student who was on an exchange programme)
- Table of incoming and outgoing students of the last three years (percentage and absolute figures) per country, per type (credit or degree mobility and international internships by country, company name and duration)
- CV's of the staff and overview of the nationality and international or internationalisation experience of staff
- A list of international or internationalisation projects related to education of the last three years (e.g. Intensive Programmes, Curriculum Development, thesis projects, exchange programmes, projects) and the programme's role in these
- FELU's Curriculum Management Process
- Course description form
- A diagram of the FELU's assurance of the learning process
- Student Evaluation Questionnaire (3+)
- FELU Joint and double degree programmes
- International faculty involved in teaching and research



- Number of participants and countries in the Ljubljana Summer School

At the site visit:

- Students questionnaire
- IB Syllabuses
- Strategic Plan 2010 – 2015 for the FELU
- Presentation “Strategy Update 2012”, September 2012
- 4 Master thesis
- Timetable orientation week for international students at the FELU
- Excel-File “Number of IB students by countries”

Annex 4. Site visit programme

Overview

Date:	21 st March 2014
Institution:	University of Ljubljana, Faculty of Economics (Univerza v Ljubljani, Ekonomska fakulteta)
Programme:	Master in International Business
Location:	Kardeljeva ploščad 17, 1000 Ljubljana

Programme

Thursday 20th march 2014

16.00 - 18.00: Preparatory meeting of the panel

Friday 21st March 2014

09.00 - 09.45: Meeting with the representatives of FELU and the representatives of IB master programme

<i>Full name</i>	<i>Position</i>
• Dr. Metka Tekavčič	Full Professor, Dean
• Dr. Tomaž Turk	Full Professor, Vice-Dean for Academic Affairs
• Dr. Tanja Mihalič	Full Professor, Vice-Dean
• Dr. Polona Domadenik	Full Professor, Vice-Dean
• Dr. Vesna Žabkar	Full Professor, Vice-Dean
• Marjan Smonig	Secretary General
• Dr. Maja Makovec Brenčič	Full Professor, IB Programme Director, Vice - Rector for Knowledge Transfer at the University of Ljubljana

• Dr. Matevž Raškovič	Assistant Professor
• Dr. Gregor Pfajfar	Teaching Assistant
• Dr. Jože Damijan	Full Professor, Chair of Academic Unit for International Economics and Business

10.00 - 10.45: Meeting with academic staff representatives

<i>Full name</i>	<i>Position</i>
• Dr. Maja Makovec Brenčič	Full Professor, IB Programme Director, Vice - Rector for Knowledge Transfer at the University of Ljubljana
• Dr. Irena Vida	Full Professor
• Dr. Črt Kostevc	Associate Professor
• Dr. Matevž Raškovič	Assistant Professor
• Dr. Gregor Pfajfar	Teaching Assistant
• Dr. Katja Zajc Kejžar	Associate Professor
• Dr. Vasja Rant	Assistant Professor
• Dr. Andreja Cirman	Full Professor
• Dr. Nives Dolšak	Associate Professor

11.00 - 11.45: Meeting with the administrative units

<i>Full name</i>	<i>Position</i>
• Marjan Smonig	Secretary General
• Mojca Maher Pirc	International Office
• Tilen Balon	Head of the Academic and Student Affairs Unit
• Smiljana Zajec	Head of the Quality Assurance Office
• Ivan Kanič	Head of the Central Economics Library
• Tamara Kaše	Head of the Human Resources Office

11.45 - 12.15: Tour of the Campus

12.15-14.00: Working lunch of the members of the assessment panel and review of the additional documents

14.00 – 14.45: Meeting with the students

Full name

• Giedre Šedikate

• Zhonghui Ding

• Atakan Sen

• Ana Drobnjak

• Davor Vuchkovski

• Melati A. Grom

• Ivan Temovski

• Zoran Bosančić

• Grega Tekavec

• Milan Sajovic

• Tina Drolc

15.00 - 15.45: Meeting with alumni

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Tina Vujašković	2011	Adviser for Outgoing students/University of Ljubljana, Faculty of Economics
• Alma Elezović	2014	Adviser for Incoming students/University of Ljubljana, Faculty of Economics
• Lea Pfajfar	2012	Assurance Senior/Ernst & Young
• Nataša Turk	2010	Head of the field in the Centre for International Cooperation/Chamber of Commerce and Industry of Slovenia
• Edita Gabrič	2011	Marketing Manager/NAMA, d.d.
• Mateja Petelinkar	2008	Managing Director/Prima Filtertechnika

16.00-16.45: Meeting with employers

<i>Full name</i>	<i>Current position/company</i>
• Aleš Cantarutti	Managing Director of the Centre for International Cooperation/Chamber of Commerce and Industry of Slovenia
• Breda Kotar	Commercial Director/Trimo Trebnje
• Branko Žibret	Vice President/At Kearney
• Marko Vahen	IBM Cloud & Smarter Infrastructure Channel Manager/IBM Slovenia

• Leon Korošec	Executive Sales & Marketing Director/Elan
----------------	---

16.45-18.00: Panel discussion on the outcomes of the assessment

18.00-18.15: Presentation of findings of the assessment panel

<i>Full name</i>	<i>Position</i>
• Dr. Metka Tekavčič	Full Professor, Dean
• Dr. Tomaž Turk	Full Professor, Vice-Dean for Academic Affairs
• Dr. Tanja Mihalič	Full Professor, Vice-Dean
• Dr. Polona Domadenik	Full Professor, Vice-Dean
• Dr. Vesna Žabkar	Full Professor, Vice-Dean
• Marjan Smonig	Secretary General
• Dr. Maja Makovec Brenčič	Full Professor, IB Programme Director, Vice - Rector for Knowledge Transfer at the University of Ljubljana
• Dr. Matevž Raškovič	Assistant Professor
• Dr. Gregor Pfajfar	Teaching Assistant
• Smiljana Zajec	Head of the Quality Assurance Office
• Irena Kržan	Project Manager for International Accreditations and Organisations

european consortium for accreditation

www.eaconsortium.net

www.grossroads.eu

www.ECApedia.net